Chapter 3

PRE-SERVICE ELEMENTARY SCHOOL TEACHERS' OUTLOOK ON VALUES EDUCATION IN SOCIAL STUDIES LESSONS: RELATIONS BETWEEN SELF-EFFICACY BELIEFS, TEACHING EFFICACY BELIEFS, EXPECTANCY OF SUCCESS, AND PLANNED EFFORT

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INTRODUCTION

The giant steps in science and technology in recent years have brought about rapid social change in sought and unsought aspects, and these changes have been an effective factor in causing an increase of confusion regarding values at individual and societal levels (Glenn & Gennaro, 1975; Ornstein & Levine, 1997). This is an undesired outcome given the fact that values have important implications for personal and social welfare because they guide human behavior (Turner, 2004). The influence of values on individual and social life has led to a renewed interest in values education, especially in the quality and effectiveness of values education in schools, apart from the debate whether values should be taught in schools or not (Allen & Stevens, 1998). However, despite the dramatic increase in research concerning values education recently, there exists a paucity of research on pre-/in-service teachers' efficacy beliefs in relation to values education (Cetin, 2016; Çetin, 2016; Şahin & Katılmış, 2016). This study, therefore, set out to make a contribution to the growing area of research on values education by exploring the relations between pre-service elementary school teachers' self-efficacy beliefs in values education, their beliefs in how effective teachers can be in teaching values to students despite the possible negative effects of external factors, the expectancy of success in providing values education, and planned efforts for values education in social studies lessons.

Teacher Self-Efficacy Beliefs

Self-efficacy is defined by Bandura (1997) as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). Perceived self-efficacy has been one of the most studied variables relating

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service teacher training programs of Turkey (Baş et al., 2016; Çelikkaya & Öztürk Demirbaş, 2013; Duban & Aydoğdu, 2016; Şahinkayasi & Kelleci, 2013). However, on this point, adding the Character and Value Education course as a compulsory course in some of the updated undergraduate teacher training programs in 2018, including the Elementary Education Teacher Education Program, can be considered a very positive development (Council of Higher Education [CoHE/ YÖK], 2018) because studies (Kılcan, 2016; Topkaya, 2016) have shown that courses on values education contribute conclusively to pre-service teachers' knowledge and skills in values education.

LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

In this study, possible sources of negative effects on the teachers' values education given to students were limited to the media, friends, and parents. However, in addition to these, the adverse influence of factors originating from the education system (prioritizing academic goals, examination system, etc.), the social environment in general, the importance attributed to values, the personalities of students, and the school environment was also emphasized in earlier studies (Aksoy, 2017; Balcı & Yanpar Yelken, 2013; Başcı Namlı, 2017; Çelikkaya & Filoğlu, 2014; Çelikkaya & Öztürk Demirbaş, 2013; Çelikkaya & Yılmaz, 2017; Çelikkaya, Başarmak, Filoğlu, & Şahin, 2014; Duban & Aydoğdu, 2016; Katılmış, 2017; Kurtdede Fidan, 2013; Topkaya, 2016). Therefore, different external factors may also be included in future research.

This study adopted a quantitative approach, using convenience sampling and scales to collect data. Quantitative research with sampling based on probability and qualitative research using interviews and observations (Creswell, 2012) would be helpful to corroborate the findings of the present study and gain a better and deeper understanding of the relations between variables examined in this study.

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